
ENGLISH 10

EXAMPLES OF STUDENTS' RESPONSES



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A large, stylized, light gray letter 'A' is positioned to the left of the title 'CLASSROOM ASSESSMENT MATERIALS'. The letter has a thick, hand-drawn appearance with a slight shadow.

CLASSROOM ASSESSMENT MATERIALS

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Canadian Cataloguing in Publication Data

Main entry under title:

English 10

(Classroom Assessment Materials Project (CAMP))

Compiled by Alberta Education, Student Evaluation Branch.

Contents: Teacher manual - Student materials - Examples of students' responses.

ISBN 1-55249-014-9 (set) -

ISBN 1-55249-011-4 (Teacher manual) -

ISBN 1-55249-012-2 (Student materials) -

ISBN 1-55249-013-3 (Students' responses)

1. English language--Alberta--Examinations.
 2. Language arts (Secondary)--Alberta--Evaluation.
 3. Academic achievement--Alberta--Testing.
 4. Education, Secondary--Alberta--Evaluation.
- I. Education Advantage (Firm). II. Alberta. Student Evaluation Branch.
III. Title: English Ten. IV. Series.

LB1631.5.E531 1997

428'.0076

C97-900102-1

Printed and Bound in Canada

Manufactured and Distributed by:

Education Advantage Inc.
Edmonton AB

Cover Illustrated by

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Introduction

Purpose

The purpose of this document is to provide teachers, students, parents, and administrators with examples of students' responses that illustrate the provincial standards expected of students who complete English 10.

Contents

For each of the components, the *Examples of Students' Responses* document contains

- the student task
- the scoring criteria to be used by teachers to evaluate their students' work (these criteria can also be found in the *Teacher Manual*)
- examples of students' responses at each criteria "level"
- commentaries that illustrate and explain how the scoring criteria fit each response.

Each student response in this document is reproduced as it appeared in the assessment; that is, in the students' own handwriting.

Selection of Examples

The students' responses in this document were selected from those produced during the pilot testing of the Classroom Assessment Materials Project in May and June of 1996. A committee composed of English 10 teachers from different parts of the province reviewed and validated the assessments and scoring criteria, then selected students' responses.

These examples of students' work illustrate the provincial standards for students who complete English 10.

Considerations

Please note that

- the examples presented illustrate a particular level of the scoring criteria, but are not necessarily typical of the responses submitted. Examples of students' responses given the same score in all categories have been selected. Your students may likely receive different scores in the various categories.
- the selected responses represent only a few of the possible approaches to each task. None of the examples is intended to serve as a model of a particular approach.
- you should consider each student example in light of the constraints of the assessment situation. Under assessment conditions, most students are able to prepare responses that must be considered as first draft only.

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In addition to this set of *Examples of Students' Responses*, The English 10 Classroom Assessment Materials include a *Teachers Manual* and a complete set of *Student Materials* in separate booklets.

Collaboration and Oral Assessment

10/1/2023

Collection and
Grant Agreement

English 10 Collaboration and Oral Assessment

Commentary on Example Videotapes

The videotaped examples of student work represent typical responses that match the criteria for Presentation and Content. The commentary will clarify the way in which the criteria can be applied to student presentations at 5, 4, and 3. Please note:

- The commentary does not include remarks on Collaboration. In the Pilot Project, the Collaboration mark was determined by the teacher through observation of students working in the group process. Alberta Education had access only to the videotapes, which were the product of student collaboration.
- Assignments for English 13, 10, 23, and 20 differ by size of group, formality of the response, and complexity of task (including purpose and audience, form of response, and communication technique to be utilized). These differences are carefully linked to differences in *Program of Studies* expectations for the various courses.
- Approaches for marking Collaboration and Oral Assessment are relatively new and experimental. The number of example videotapes submitted from the pilot project was limited, so the full range of scores is not represented in English 10.

English 10

Collaboration and Oral Assessment

Scoring Criteria for **Content**

When marking **content**, consider the quality of

- understanding of the resource materials
- ideas that unify the presentation
- support provided by the selection of details

The group

5	• reveals a comprehensive understanding • provides specific, carefully chosen details • develops ideas effectively and persuasively
4	• reveals a thoughtful understanding • provides well-defined, appropriate details • develops ideas directly and supports them clearly
3	• reveals a conventional understanding • provides adequate details • develops relevant ideas and supports them functionally
2	• reveals a partial grasp of the issue, but may confuse opinions and facts • provides few details • develops ideas inadequately
1	• reveals misunderstanding of thought or details • provides so few details that the main ideas seem unsupported • develops so inadequately that the purpose is unclear
Ins	• makes no attempt to complete the assessment

Continued

English 10 Collaboration and Oral Assessment
Continued

Scoring Criteria for **Presentation**

When marking the **Presentation**, consider the

- effectiveness of language and speaking style
- degree of interest created for the audience
- quality of the student's preparation for the presentation
- quality of the conclusion

The student

5	• speaks precisely and skillfully, and uses language, tone, pacing, eye contact, and gestures persuasively and enthusiastically • successfully involves the audience through an imaginative method of presenting ideas, details, and/or visuals • is fully prepared, so that the presentation is effective • concludes effectively, creating the desired effect
4	• speaks clearly and fluently, and uses language, tone, pacing, eye contact, and gestures purposefully • generally involves the audience through a frequently inventive method of presenting ideas, details, and/or visuals • is competently prepared, so that the presentation is made with confidence • concludes effectively
3	• speaks clearly, though perhaps with hesitations, and uses language, tone, eye contact, and gestures to communicate meaningfully • sometimes involves the audience through an occasionally original method of presenting ideas, details, and/or visuals • is adequately prepared, so that the presentation establishes a basic view • concludes adequately
2	• speaks hesitantly, and may use some language or pace that is ineffective for the purpose • rarely involves the audience, due to a frequently unimaginative method of presenting ideas, details, and/or visuals • falters due to flaws in preparation • concludes unclearly
1	• speaks unclearly, so that listeners strain to understand, and uses ineffective language and pace • demonstrates no attempt to involve the audience • is generally unprepared • draws no conclusion
Ins	• makes no attempt to present

Assignment

From the list below, select a children's story that will be the basis for your Readers Theatre presentation. Create a script that your group can use to retell the story in a revised form. Then present it.

The Elves and the Shoemaker
The Ugly Duckling
The Princess and the Pea
Rumpelstiltskin
The Three Little Pigs
The Three Billy-Goats Gruff
The Little Red Hen
Jack and the Beanstalk
The Hare and the Tortoise

Scoring Criteria

5	Content <i>The group</i> • reveals a comprehensive understanding • provides specific, carefully chosen details • develops ideas effectively and persuasively
5	Presentation <i>The student</i> • speaks precisely and skillfully, and uses language, tone, pacing, eye contact, and gestures persuasively and enthusiastically • successfully involves the audience through an imaginative method of presenting ideas, details, and/or visuals • is fully prepared, so that the presentation is effective • concludes effectively, creating the desired effect
4	Content <i>The group</i> • reveals a thoughtful understanding • provides well-defined, appropriate details • develops ideas directly and supports them clearly
4	Presentation <i>The student</i> • speaks clearly and fluently, and uses language, tone, pacing, eye contact, and gestures purposefully • generally involves the audience through a frequently inventive method of presenting ideas, details, and/or visuals • is competently prepared, so that the presentation is made with confidence • concludes effectively

STUDENT GROUP A

Student Example	Commentary
<i>“Hilly Billy Gumps”</i> This group presents their version of <i>The Three Billy-Goats Gruff</i>. The group of four students took the roles of: Narrator Middle Gump Politician Gump One/Gump Three	Content—Score of 5 <i>The Group</i> • A comprehensive understanding of the story is revealed through the use of creative ideas. • Details have been chosen with care to develop effective ideas. • The script is original and lively. • Subtle, specific details are introduced that develop the story effectively; e.g., ABD’s and 1-2-4’s become ABCs and 1-2-3s. Presentation (Individual Students) <i>The Narrator—Score of 5</i> • The student speaks precisely and skillfully as the narrator. • Tone of voice and pacing are varied to suit the different parts of the story. • Eye contact with the audience and sound effects are provided; e.g., “thud, thud, splat.” • The student is fully prepared for the role and appears confident and certain. <i>Middle Gump—Score of 4</i> • The student speaks fluently, using a varied pitch and expression throughout. • Pacing is effective and purposeful. • Eye contact and gestures are used to enhance the presentation. • The student speaks with confidence and is competently prepared. <i>Continued</i>

Continued

STUDENT GROUP A

Student Example	Commentary
<i>“Hilly Billy Gumps”</i>	<i>Politician—Score of 4</i> • The student uses tone, emphasis, and pacing to communicate clearly. • Language is fluent; e.g., “solicit you for your vote.” • Eye contact is generally sustained, and appropriate gestures are used; e.g., head flips back when politician is , unconscious. • Presentation is confident and assured. <i>Gump One/Gump Three—Score of 4</i> • The student speaks clearly and uses language purposefully; e.g., dialect for Gump One. • Preparation is evident for both roles the student assumes, and no hesitations are present. • No eye contact is made with the audience at all; the student appears to be slightly uncomfortable with his role.

Scoring Criteria

3	Content <i>The group</i> • reveals a conventional understanding • provides adequate details • develops relevant ideas and supports them functionally
3	Presentation <i>The student</i> • speaks clearly, though perhaps with hesitations, and uses language, tone, eye contact, and gestures to communicate meaningfully • sometimes involves the audience through an occasionally original method of presenting ideas, details, and/or visuals • is adequately prepared, so that the presentation establishes a basic view • concludes adequately

STUDENT GROUP B

Student Example	Commentary
“Rumpelstiltskin” This group presents their version of <i>Rumpelstiltskin</i>. The group of four students took the roles of: Queen Albert Rumpelstiltskin Albert’s Mother/ Messenger	Content—Score of 3 <i>The Group</i> • Minimal changes have been made to the original story. • A conventional understanding is present through the presentation of adequate ideas. • Few details from the original story have been changed other than the gender reversals. • Adequate, relevant details reveal a conventional understanding. • Functional support is given; e.g., “Your kid’s a brat.” Presentation (Individual Students) <i>Queen—Score of 5</i> • The student uses tone and pacing skillfully, in the delivery of lines. • An enthusiastic and persuasive presentation is made; the student is trying to be an effective speaker.

Continued

Continued

STUDENT GROUP B

Student Example	Commentary
<i>“Rumpelstiltskin”</i>	Presentation <i>Queen—Score of 5 (continued)</i> • The audience is involved through eye contact and gestures; e.g., tossing head back and laughing evilly. • Considerable preparation is evident through the naturalness of the presentation. <i>Albert—Score of 4</i> • The student uses language fluently and clearly. • Expression and pacing vary according to the requirements of the role. • Eye contact is made with the audience, and gestures are incorporated into the presentation. • The student is prepared for the part and does not read from the script excessively. <i>Rumpelstiltskin—Score of 3</i> • Lines are spoken clearly with no real hesitation, but little variation is made in the tone. • Language is appropriate; e.g., “Real men don’t cry.” • Eye contact is sometimes made with both the audience and with another player, but no gestures are included. • A basic view is established through the presentation. <i>Continued</i>

Continued

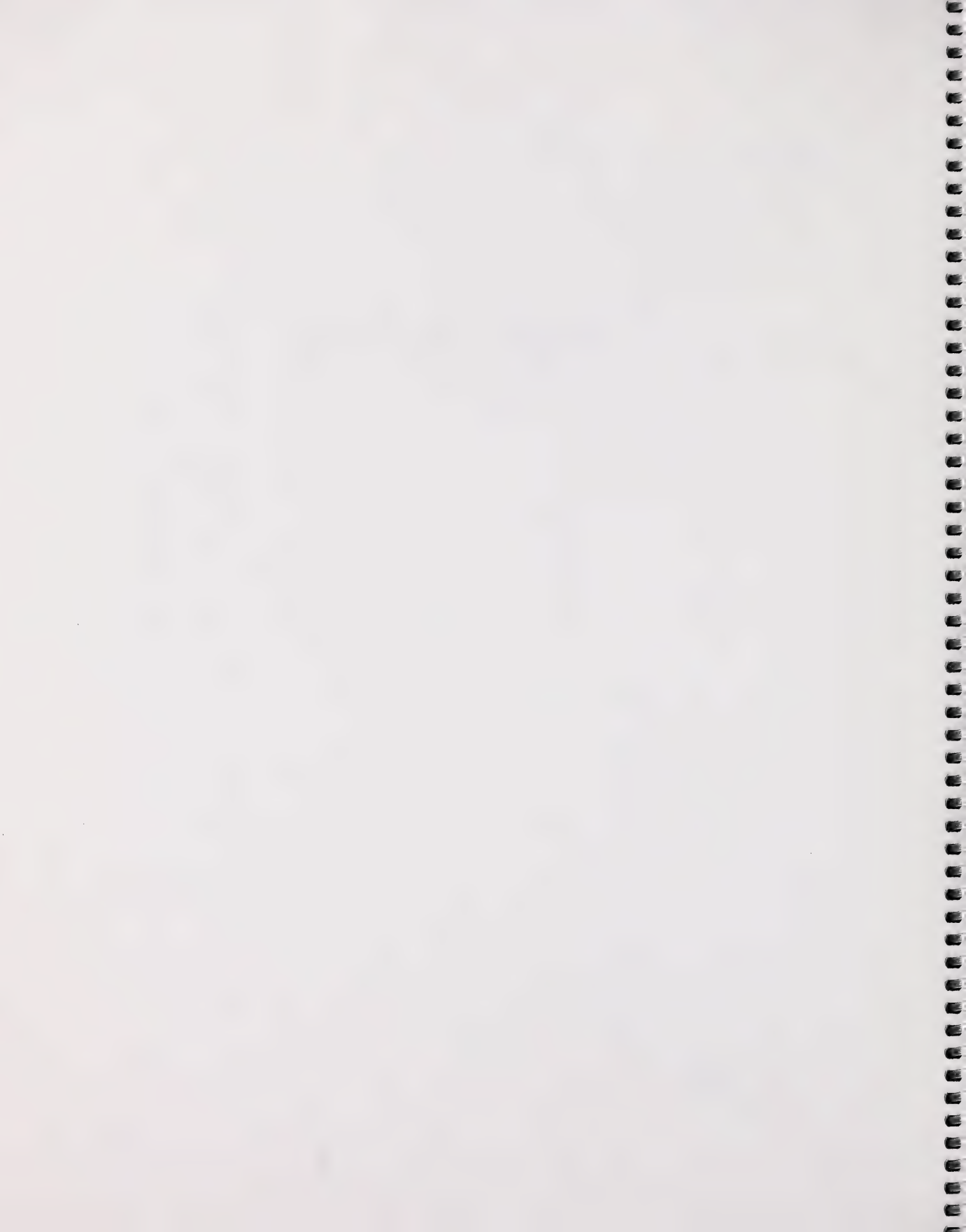
STUDENT GROUP B

Student Example	Commentary
<i>“Rumpelstiltskin”</i>	Presentation <i>Albert’s Mother/Messenger—Score of 3</i> • The student speaks clearly, but hesitates over some of the more difficult word pronunciations. • An attempt is made to use appropriate expressions when delivering lines, but tone is slightly forced. • Eye contact is made with the audience, and the student gestures with hands in the role of Albert’s mother, but these aspects are not as pronounced in the role as messenger. • Preparation is evident, in that the student responds well to cues and has obviously rehearsed the part.

English 10

Reading Assessment

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Reading Assessment

Written-Response Questions

Examples of Students' Responses: English 10 Thought and Detail

The following examples of student work represent typical writing which matches the criteria for Thought and Detail at 5, 4, 3, 2 and 1. Please note:

- This is a reading test, so the scoring emphasis is on Thought and Detail in students' responses
- In marking student written responses, you should mark each written response first for Thought and Detail, and then consider the criteria for Overall Writing Skills to designate an **overall** mark that typifies the student's writing in all **four written responses**.

English 10

Reading Assessment

Scoring Criteria for **Thought And Detail** (Written-Response Questions One, Two, Three and Four)

When marking **Thought and Detail**, consider the extent to which the student

- understands the reading
- clarifies the interpretation with supporting details

The writing exhibits

5	• perceptive ideas • significant, precise, and relevant details that enhance the ideas
4	• thoughtful ideas • purposeful and relevant details that clarify the ideas
3	• straightforward idea(s) • relevant but generalized details that support the ideas
2	• overgeneralized idea(s) • few and/or repetitive details, that are vaguely related to the idea(s)
1	• incomprehensible idea(s) • imprecise, irrelevant details or no details
Ins	• no evidence of an attempt to fulfill the assignment as stated

Written-Response Question One

Select one detail or incident from the story that, in your opinion, best reflects the narrator's attitude toward her grandmother. In one or two paragraphs, explain why you chose this detail or incident as the best illustration of the narrator's attitude toward her grandmother.

Scoring Criteria

5

Thought and Detail

The writing exhibits

- perceptive ideas
- significant, precise, and relevant details that enhance the ideas

Student Example

"And she has long known what the rest of us take the latter part of our lives to learn..."
The narrator views her grandmother as a role model. She sees her as a woman whose soul is rich and strength ~~and independence~~ significant. She is a smart woman who is able to be eternally independent during a time in which females are not used to possess such fine qualities. This incident displays a reflection of the narrator's grandmother. ^{the narrator} She is able to detect what she so greatly admires in her idol and expresses them to her audience with pride. The idea of the narrator choosing a separate paragraph to do this in shows that she wanted the moment to be heard and seen as special. She used flattering words ~~and~~ to describe her grandmother so that her audience would know ^{she} ~~she~~ was a special person.



Commentary

Score of 5

Thought and Detail

- The student writer expresses the perceptive idea that the grandmother is a role model for the narrator in a variety of ways.
- The student writer quotes a significant detail to establish the grandmother's wisdom: i.e., "And she has long known'..."
- The student recognizes the historical context of the story that makes the "independent" grandmother a special individual, and recognizes the pride felt by the narrator.
- A perceptive appreciation of the structure of the piece is noted in the reference to "the narrator choosing a separate paragraph to do this."
- The unifying statement that concludes the response is perceptive; i.e., "her audience would know she was a special person."

Scoring Criteria

4

Thought and Detail

The writing exhibits

- thoughtful ideas
- purposeful and relevant details that clarify the ideas

Student Example

When the narrator takes her grandmother shopping, I think there is a closeness between them. The narrator cares about her grandmother enough to take her shopping. She's not ashamed to be with her grandmother, as she cares very much for her. This care is shown when the narrator tells her feelings toward the people who ask if her grandmother is deaf and dumb.

Since she cares very much for her grandmother, the narrator can take her shopping without being ashamed. This closeness and care are again revealed when the narrator's grandmother starts a conversation with another shopper. The narrator is proud of this, not ashamed. She's happy for her grandmother and glad that she has found someone else to communicate with. Overall, the granddaughter is very proud of her grandmother. It doesn't matter to her that her grandmother is deaf and mute, because she

Now go to the Readings Booklet and read "Father," which begins on page 4.

cares for her grandmother and doesn't want her to be hurt.



Commentary

Score of 4

Thought and Detail

- The student writer presents thoughtful ideas about the relationship between the narrator and the grandmother without quoting directly.
- The student chooses the shopping trip as the significant incident, and thoughtfully comments on the young girl's caring enough to take the grandmother out.
- The student clarifies the idea of caring by including a relevant detail about the narrator's reactions to people who asked about the grandmother's deafness.
- The student writer sensibly interprets the grandmother's conversation with the other shopper as a source of her own happiness and pride, a purposeful and thoughtful reading of the selection.

Scoring Criteria

3

Thought and Detail

The writing exhibits

- straightforward idea(s)
- relevant but generalized details that support the idea(s)

Student Example	Commentary
<u>The shopping incident:</u> <u>I feel this best describes the grandmother's strength. It shows to the reader that she is happy in life, that she is able to take it as it comes. The narrator (granddaughter) is also amazed, in awe, at how her grandmother and this other person held a mute conversation. The narrator describes the pleasure the grandmother was getting when talking to this person.</u> <u>Then the narrator goes and tells us a little about her past and how the grandmother had spent all of her childhood in a school for deaf people. And it shows that the grandmother has pride and belief in herself when she will not use a machine for the mute.</u>	Score of 3 Thought and Detail • The student writer selects "The shopping incident" as the relevant detail. • In a straightforward fashion, the student writer recognizes the narrator's description of the grandmother's "pleasure" in the conversation as evoking awe and amazement in the narrator. • The reference to the school for the deaf is a straightforward generalization about the grandmother's life and one way she learned to cope with her deafness. • The final statement suggests a relationship between the grandmother's pride and belief in herself through her independent refusal to use "a machine." • The reference to "a machine for the mute" is an example of a relevant but generalized detail.

Scoring Criteria

2

Thought and Detail

The writing exhibits

- overgeneralized idea(s)
- few and/or repetitious details that are vaguely related to the idea(s)

Student Example

(L 72-77) "for her, these symbols of technology have come too late, she has been encased in her own silence for more than eighty years." "that there is an element of self" And she has long known what the rest of us take the better part of our lives to learn. That there is an element of self that can never be reached or touched by any other. That lone state, which is the domain of survival and of suffering, of joy and compassion, and pain."

This best illustrates the ~~the~~ narrator's attitude of pity towards her mother, for she was "encased" in silence for more than eighty years; and ~~then~~ they just ^{choose} to start coming out with devices to help the deaf and mute. ~~like her. The only thing is,~~ that it is too late, her life has already passed her by. For in her "there is an element of self that can never be reached or touched by any other."



Commentary

Score of 2

Thought and Detail

- The quotation disproportionately encompasses half of the response, limiting discussion to an over-generalized idea about technology's failure to help "her mother."
- The student writer's interpretation that the narrator's attitude is one "of pity" is vaguely related to the quoted details.
- This writing suggests a superficial reading of the literature which produces overgeneralized ideas about it: "they just choose now to start coming out with devices to help the deaf and mute."
- The detail about the "'element of self'" that "'can never be reached or touched by any other'" is repeated, as is the idea that technology has produced changes "too late" to help.

Scoring Criteria

1	Thought and Detail <i>The writing exhibits</i> • incomprehensible idea(s) • imprecise, irrelevant details or no details
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Student Example	Commentary
<i>the part I choose is, the part where someone would see if the Grandmother is deaf and dumb. It explained in the story that the narrator would experience a quiet anger. Throughout the whole story it showed that the narrator really respected her grandmother.</i>	Score of 1 Thought and Detail • An imprecise connection between the narrator's anger and questions asked about the grandmother's deafness is made. • The notion of the narrator's respect is not developed by reference to details.

Written-Response Question Two

Select an image or detail from the poem that you think is particularly vivid. In one or two paragraphs, explain what makes this image or detail stand out for you.

Scoring Criteria

5

Thought and Detail

The writing exhibits

- perceptive ideas
- significant, precise, and relevant details that enhance the ideas

Student Example

← because I never thought of getting old their youth was the first I knew of dying

This image gives you a sense of remorse. Although the narrator's father and his friends enjoy sharing memories they wish they could go back to their youth. The narrator, young at the time, does not realize his youth maybe the best time of his life and does not think about getting old like his father.

The narrator's father had many friends in his life, and as he got older some died. The narrator knows about dying, but does not understand the mortality of men which makes this particular detail stick out. He first learns about life and death through the actions of his father.

Commentary

Score of 5

Thought and Detail

- The student writer develops perceptive ideas in examining old age from the point of view of a child; he contrasts the child's view to that of the older men who wish that they could reclaim their lost youth.
- The idea of knowing "about dying" despite an inability to understand "the mortality of men" is reinforced.
- The student writer has perceptively recognized the awakening in the understanding of a child.
- A perceptive understanding about the growing awareness of death is presented to enhance the idea that a "sense of remorse" is created for readers of the poem.

Scoring Criteria

4

Thought and Detail

The writing exhibits

- thoughtful ideas
- purposeful and relevant details that clarify the ideas

Student Example

The most vivid image to me, is the image of an elderly father sleeping in the middle of the day. His mouth is hanging open and his snoring tells the rest of his secrets, though he tells them as if they are no longer secrets. He tells them as if he's no longer afraid to be old, as if it's OK for his kids to find a different way of life.

This image stands out to me because it presents a very clear and realistic picture. Each detail is explained. Also because I can relate with it. My dad is also growing old. He's not this old yet, but some of those things are beginning to show through in him. My grandfather is also becoming this way. Generally, the more details that are described and the more realistic it is, the more vivid a picture it paints.



Commentary

Score of 4

Thought and Detail

- The image of the father's open mouth is a relevant detail that develops the thoughtful idea that the father has changed: i.e., "he's no longer afraid to be old."
- A thoughtful idea is presented when the student writer relates the experience of the poem to his or her own life experience; i.e., the aging of the student's father and grandfather.
- The student writer reflects thoughtfully on the way that the poet makes the image effective by creating realistic details.

Scoring Criteria

3

Thought and Detail

The writing exhibits

- straightforward idea(s)
- relevant but generalized details that support the idea(s)

Student Example

Commentary

Score of 3

Thought and Detail

The last four words: "different answers, different lives."

I feel that these words are so strong and powerful. When I read these words it showed to me that the father had certainly changed. It shows the reader that the father made the change and the impression I got is that ~~his~~ his son likes him that way.

I also think that his son may have ~~not~~ changed because of this. I feel his son will not repeat his ~~both~~ father's doings to his own children. (It kind of ~~and~~ reminds me of my father). The son also may have learned why his ~~both~~ father was the way he was, his past. The son ~~on~~ may respect this and that why he could have changed.

- The student writer presents the straightforward idea that the final four words of the poem, " 'different answers, different lives,' " reveal that the "father had certainly changed" and that the son "likes him that way."
- The generalization is extended by projecting into the son's future, where it is presumed, "his son will not repeat his father's doings to his own children."
- These ideas about change are relevant, but general.

Scoring Criteria

1

Thought and Detail

The writing exhibits

- incomprehensible idea(s)
- imprecise, irrelevant details or no details

Student Example

Commentary

Score of 1

Thought and Detail

The part that really stands out to me is the first few lines. at the beginning it makes it seem as though the poem is about someone getting abused. at first I thought it was. It turns out to be happy in the end.

- Although reference is made to the “first few lines” and to “someone getting abused,” no details are provided.
- No specific reference is made to the poem’s content.
- When the interpretation shifts, the student writer’s initial view becomes irrelevant.
- The idea that the poem “turns out to be happy in the end” is incomprehensible, because it is unsupported.

Written-Response Question Three

In this essay, Richard Wagamese develops the idea that the honour of one is the honour of all.

What does Wagamese's idea mean to you?

In one or two paragraphs, support your response by referring to your own experience and observations.

Scoring Criteria

5

Thought and Detail

The writing exhibits

- perceptive ideas
- significant, precise, and relevant details that enhance the ideas

Student Example

The honour of one is the honour of all - This statement brings to mind acts of greed that mankind has done to its planet. The statement - meaning that all life is connected in one way or another - shows us that everything we do to our earth and ~~the~~^{its} living creatures will ultimately affect us. You cannot change or harm one aspect of the environment without ~~repealing~~^{repealing} an impact on every other living thing in some way.

Every type of living organism has some type of check, except humans. For example, if a population of rabbits got out of control, it would result in a large population of foxes (to eat the rabbits). Humankind has learned to eliminate all its checks, and therefore we have no controlling factor. We must learn to better control our own actions, for the "honour" or sake of all.



Commentary

Score of 5

Thought and Detail

- The suggestion of a relationship between Wagamese's idea and human greed is a perceptive idea.
- The conclusion to the first paragraph, drawn from the explanation of the interrelationship of all living creatures on "our earth," is significant and relevant.
- The student elaborates on the idea of the interrelationships by using the specific illustration of rabbits and foxes to enhance the idea of natural controls.
- The conclusion perceptively develops the initial idea, contrasting the human lack of control with the "honour" that underlies the natural system of action and consequences.

Scoring Criteria

4

Thought and Detail

The writing exhibits

- thoughtful ideas
- purposeful and relevant details that clarify the ideas

Student Example

The honour of one is the honour of all. So me, this statement shows how everyone is linked together. We are all people, therefore, if we honour one person by keeping the earth clean, we're honouring everyone. If we throw a piece of garbage away for someone, we're honouring them, as well as everyone else. This helps that person by getting rid of their garbage, but it also helps the rest of the world in lowering the amount of garbage laying around. Most likely, if we do something for one person, we'll be doing it for everyone.

Commentary

Score of 4 Thought and Detail

- This response clearly explores the inter-relationship of people with the earth by using an illustration about waste disposal.
- The Wagamese idea is thoughtfully illustrated in the student writer's work by connecting one person's responsible waste disposal and the general good; e.g., "if we honour one person by keeping the earth clean, we're honouring everyone."

Scoring Criteria

3	Thought and Detail <i>The writing exhibits</i> • straightforward idea(s) • relevant but generalized details that support the idea(s)
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Student Example	Commentary
The idea that the honor of one is the honor of all means that we need to have a high respect and it also ties in with the idea of the "Golden Rule" which was taught to me in grade two. I can still remember Mrs Pausutte telling us "Don't on to others as you would have them do to you." It didn't make that much sense at the time but as I learn and grow I am able to apply it more and more to my daily life.	Score of 3 Thought and Detail • A straightforward connection between Wagamese's idea and the golden rule is suggested. • A brief, relevant anecdote about being taught the golden rule by a Grade 2 teacher is provided, but the connection to honour remains general. • This response answers the question asked and demonstrates a general understanding of the writer's idea and of the task.

Scoring Criteria

2

Thought and Detail

The writing exhibits

- overgeneralized idea(s)
- few and/or repetitious details that are vaguely related to the idea(s)

Student Example	Commentary
<i>To me this means that ~~if~~ if there were someone watching us, and judging us to see if there was any hope for mankind, all it would take is one of us to show them that we are a worthy race. ~~that~~ if one of us can have this view there can change to do the same also. Plus if someone does some thing to benifit the earth and her people, that we all feel the honor honour and pride that we did our part to help in the ~~that~~ great feat, and those who don't will have a reason to change.</i>	Score of 2 Thought and Detail • A lack of specific detail contributes to an overgeneralized response to the task; e.g., "if there were someone watching us, and judging us to see if their was any hope for mankind, all it would take is one of us to show them that we are a worthy race." • Unclear references leave relationships between ideas and details vague; e.g., "this view" and "those who don't." • Repetitive details that are not clearly relevant suggest a vague understanding of the writer's idea.

Scoring Criteria

1	Thought and Detail <i>The writing exhibits</i> • incomprehensible idea(s) • imprecise, irrelevant details or no details
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Student Example	Commentary
<i>I think this statement means that if you care for one think in the environmental world, you should care for it all. For example if you believe in recycling you should also believe in saving wildlife.</i>	Score of 1 Thought and Detail • Without further development, the initial statement is over-generalized; i.e., “if you care for one think in the environmental world, you should care for it all.” • The explanation “if you believe in recycling you should also believe in saving wildlife” is constructive, but underdeveloped and imprecise. • Essentially, this underdeveloped response lacks supportive detail.

Written-Response Question Four

Well-chosen words and phrases make a piece of writing effective. *Select two or three phrases that this student writer uses effectively. In one or two paragraphs, explain why these words or phrases are effective for you as a reader.*

Scoring Criteria

5

Thought and Detail

The writing exhibits

- perceptive ideas
- significant, precise, and relevant details that enhance the ideas

Student Example

This writer used the word "bicker" very effectively in this selection. It gives us a clear picture of what the parents are actually like to each other- they don't fight or "argue" they just sort of "bicker" back and forth at each other. It also helped to better explain the rising tension level and emotion a upcoming vacation can bring.

The writer has also used the word "accommodating" to great effectiveness. The word, formally "nice", helps to better emphasize how relatives act toward one another. It does matter how "nice" a person is when it comes to family. People try to be as accommodating as possible, and this word ~~is~~ not only reveals the relationship between the family, it gives a better feeling of a holiday and fits into the selection perfectly.



Commentary

Score of 5

Thought and Detail

- Through the choice of the word "bicker," a subtle, perceptive analysis of the state of the members of the family is provided; i.e., they do not fight or argue but "bicker."
- The interpretation that the "rising tension level" of the family is a result of the "upcoming vacation" is perceptive.
- The precise discussion of the nuances of the word "accommodating," which has replaced the word "nice," provides a significant, relevant detail that enhances the idea that the writer used words effectively.

Scoring Criteria

4

Thought and Detail

The writing exhibits

- thoughtful ideas
- purposeful and relevant details that clarify ideas

Student Example (4)

One example of an effective phrase is, "in the dusty files of their brains." This phrase catches our attention because it's a play on words. "Dusty" tells how we haven't necessarily used our memories for a while. "Files" tells how each memory has a space in our brain.

Another example of an effective phrase is, "a jaunt down memory lane." This phrase also catches my attention. It talks about thinking back on memories as if we actually go back to when it happened and relive it. It talks as if, whenever we want to remember something, we walk back into our memories and relive everything. It talks as if there is a special path to



You have finished this exam. Be sure to go back to your writing and re-read and correct your work.

take if you want to remember something.

Commentary

Score of 4

Thought and Detail

- The student writer provides a thoughtful and clear analysis of two metaphors.
- The image, "the dusty files of their brains," is dissected into its component parts, and each vital part is explained.
- In presenting the second metaphor; i.e., "a jaunt down memory lane," the student writer makes purposeful use of imaginative details to clarify the meaning of the expression; i.e., "we walk back into our memories . . . as if there is a special path."
- The student writer analyzes the phrases that have been chosen, in a thoughtful manner, and supports the ideas with relevant details.

Scoring Criteria

3

Thought and Detail

The writing exhibits

- straightforward idea(s)
- relevant but generalized details that support the idea(s)

Student Example	Commentary
<u>Changing nice to accommodating.</u> <u>The word accommodating used in paragraph 7</u> <u>shows that the writer has a good vocabulary.</u> <u>It also shows to us that the relatives aren't just</u> <u>nice but they are willing to take them in and</u> <u>share their home with them.</u> <u>The children asking "Are we there yet?"</u> <u>This phrase occurs in paragraph 6</u> <u>and shows the impatience of the children. It</u> <u>shows that the children are excited to get</u> <u>there. I feel that this line describes the</u> <u>innocent 6 year old, in a car, driving to</u> <u>the location.</u>	Score of 3 Thought and Detail • A straightforward interpretation is presented through the student writer's recognition of the change in the word "nice" to the word "accommodating" shows only part of the advantage of change. • With the choice "Are we there yet?" the student writer recognizes human behaviour patterns, and, in a straightforward way, reveals that the phrase is appropriate for a child to use. • The analysis is relevant, but general.

Scoring Criteria

2

Thought and Detail

The writing exhibits

- overgeneralized idea(s)
- few and/or repetitious details that are vaguely related to the idea(s)

Student Example (2)

(para 1)

① "When most people look back on their childhood years, somewhere tucked away in the dusty files of their brains, they find the memory of a family vacation"

This piece of writing effectively gets the reader involved in the story, and lets them relate to the people in the story, which makes the reader want to keep reading.

(para 2)

② ~~accommod~~ "accommodating"

This word was very well chosen for it, and nice has very distinct differences in meaning. Plus it ties in better with the next sentence, for ~~do~~ people "nice" you to the ~~mountains~~ mountains or the zoo or do they "accommodate" you?



Commentary

Score of 2

Thought and Detail

- The student writer chooses an entire sentence as an example of an effective phrase; i.e., " 'When most people look back on their childhood years, somewhere tucked away in the dusty files of their brains, they find the memory of a family vacation.' "
- The student presents an overgeneralized explanation of the quotation by saying it "makes the reader want to keep reading."
- Since the student writer does not state which parts of the quotation cause readers to relate to characters and which parts raise interest, details are only vaguely related to the ideas.
- The choice of the word " 'accommodating' " is somewhat more relevant, in that the student writer recognizes the more precise meaning of the word in comparison to the author's original use of the word " 'nice.' "
- The explanation of the effectiveness of the choice is awkward and vague when the student writes "do people 'nice' you to the mountains or the zoo or do they 'accommodate' you?"

Scoring Criteria

1

Thought and Detail

The writing exhibits

- incomprehensible idea(s)
- imprecise, irrelevant details or no details

Student Example

The piece that makes this writing effective is the beginning paragraph. It describes exactly what would happen. I could relate to this easily and it is so understandable.

Commentary

Score of 1

Thought and Detail

- The student writer presents very imprecise ideas, in that a general reference is made to the "beginning paragraph," with no further elaboration.
- A second imprecise generalization is made; i.e., "I could relate to this easily and it is so understandable."
- The lack of detail renders the ideas incomprehensible.
- No details are presented.

Reading Assessment

Written-Response Questions

Examples of Students' Responses: English 10 Overall Writing Skills

The following examples of student work represent typical writing which matches the criteria for Overall Writing Skills at 5, 4, 3, 2 and 1. Please note:

- This is a reading test so the scoring emphasis is on the Thought and Detail in the students' responses.
- In marking student written responses, you should mark each written response first for Thought and Details, and then consider the criteria for Overall Writing Skills to designate an **overall** mark that typifies the student's writing in all **four written responses**.
- While you have to consider a mark representing each student's overall writing skills on all four written-response questions, the examples that follow represent the various scores on one written-response question only. The students who wrote the four pieces performed at a similar level on the other three written-response questions.

Reading Assessment

Scoring Criteria for Overall Writing Skills

When marking **Overall Writing Skills**, consider the

- overall control of writing choices and conventions

Overall, the writing exhibits

5	• confident control of writing choices and conventions, in spite of minor errors
4	• competent control of writing choices and conventions, in spite of minor errors
3	• basic control of writing choices and conventions, despite occasional lapses in control and/or the presence of minor errors
2	• faltering control of writing choices and conventions, with a range of errors that may be distracting and/or blurs the clarity of communication
1	• a lack of control of writing choices and conventions with frequent jarring errors that impede communication
Ins	• no evidence of an attempt to fulfill the assignments as stated

Scoring Criteria

5	Overall Writing Skills <i>Overall, the writing exhibits</i> • confident control of writing choices and conventions, in spite of minor errors
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Student Example	Commentary
“because I never thought of getting old, their youth was the first I knew of dying.” This image gives you a sense of remorse. Although the narrator's father and his friends enjoy sharing memories, they wish they could go back to their youth. The narrator, young at the time, does not realize his youth maybe the best time of his life and does not think about getting old like his father. The narrator's father had many friends in his life, and as he got older some died. The narrator knows about dying, but does not understand the mortality of men, which makes this particular detail stick out. He first learns about life and death through the actions of his father.	Score of 5 Writing Skills • The student writer's control of choices causes thoughts to be conveyed clearly and confidently. • Confident control of writing conventions is demonstrated, and the relative absence of mechanical error in the writing indicates a mature and confident control of language constructs. • The language used parallels the precision of the thought.

Scoring Criteria

4

Overall Writing Skills

Overall, the writing exhibits

- competent control of writing choices and conventions, in spite of minor errors

Student Example

When the narrator takes her grandmother shopping, I think there is a closeness between them. The narrator cares about her grandmother enough to take her shopping. She's not ashamed to be with her grandmother, as she cares very much for her. This care is shown when the narrator tells her feelings toward the people who ask if her grandmother is deaf and dumb.

Since she cares very much for her grandmother, the narrator can take her shopping without being ashamed. This closeness and care are again revealed when the narrator's grandmother starts a conversation with another shopper. The narrator is proud of this, not ashamed. She's happy for her grandmother and glad that she has found someone else to communicate with. Overall, the granddaughter is very proud of her grandmother. It doesn't matter to her that her grandmother is deaf and mute, because she

Now go to the Readings Booklet and read "Father," which begins on page 4.

cares for her grandmother and doesn't want her to be hurt.

Commentary

Score of 4 Writing Skills

- The student writer's control of choices helps to present thoughts purposefully; e.g., "Since she cares very much for her grandmother, the narrator can take her shopping without being ashamed."
- Conventions are controlled competently, and numerous attempts at utilizing complex structures are made.

Scoring Criteria

3	Overall Writing Skills <i>Overall, the writing exhibits</i> • basic control of writing choices and conventions despite occasional lapses in control and/or the presence of minor errors
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Student Example	Commentary
The idea that the honor of one is the honor of all means that we need to have a high respect and it also ties in with the idea of the "Golden Rule" which was taught to me in grade two. I can still remember Mrs. Pausutte telling us "Don't do to others as you would have them do to you." It didn't make that much sense at the time but as I learn and grow I am able to apply it more and more to my daily life.	Score of 3 Writing Skills • The student writer's basic control of choices allows ideas to be communicated clearly. • Despite some syntactic awkwardness, the writing remains clear. • Occasional lapses in control occur when more complex structures are attempted; e.g., a comma splice, however, a basic control of writing conventions is maintained.

Scoring Criteria

2

Overall Writing Skills

Overall, the writing exhibits

- faltering control of writing choices and conventions, with a range or errors that may be distracting and/or that blur the clarity of communication

Student Example

(172-77) "for her, these symbols of technology have come to late, she has been encased in her own silence for more than eighty years." "that there is an element of self. And she has long known what the rest of us take the better part of our lives to learn. That there is an element of self that can never be reached or touched by any other. That long state, which is the element of survival and of suffering, of joy and compassion, and pain."

This last illustrates the ~~the~~ narrator's attitude of pity towards her mother, for she was "encased" in silence for more than eighty years; and ~~then~~ they just ~~start~~ ^{choose} now to start coming out with devices to help the deaf and mute people like her. The only thing is that it is too late, her life has already passed her by. For in her "there is an element of self that can never be reached or touched by any other."



Commentary

Score of 2 Writing Skills

- The student writer's expression blurs the clarity of communication.
- The range of errors demonstrates a faltering control of writing conventions; i.e., spelling errors, apostrophe errors, vague reference, comma splice, and sentence fragment.

Scoring Criteria**1****Overall Writing Skills***Overall, the writing exhibits*

- a lack of control of writing choices and conventions with frequent jarring errors that impede communication

Student Example	Commentary
<i>The part I chose is, the part when someone would see if the Grandmother is deaf and dumb. It explained in the story that the narrator would experience a quiet anger. Throughout the whole story it showed that the narrator really respected her grandmother.</i>	Score of 1 Writing Skills • The brevity of the response indicates a lack of risk taken. • The comma and the capitalization error may be disproportionate to the length of the response.

English 10

Writing Assessment

English 10 Writing Assessment

Example Responses

The following examples of student work represent typical responses which match the criteria for Thoughtfulness, Effectiveness, and Correctness at the 5, 4, 3, 2, and 1 levels. Please note:

- The writing assignment for each course reflects the complexity of critical and creative thinking required by the *Program of Studies* for that course.
- That is, the standard varies by the task, and not by the criteria except for the Correctness criteria. The examples illustrate the idea that writing is a form of thinking. As the task requires more abstract and sophisticated thinking, the writing has to follow, if it is to be successful. For students who are ready, finesse in writing develops to meet the need imposed by thinking.
- As a rule, as students develop effectiveness in expression to match the thoughtfulness of their content, their readiness to satisfy their audiences by expressing themselves in standard language, appropriate for the purpose, also increases. Consequently, criteria for Correctness reflect increased expectations. You can see these differences by comparing the criteria for English 13, 10, 23, and 20 for control of language (refer to boxes that precede criteria).
- Since some students express complex, abstract thoughts more concisely than others, it is important that markers distinguish concise responses from responses that are underdeveloped. The example responses will illustrate the difference between responses that are led by perceptive ideas, concisely expressed, and responses that are short and superficial. Regardless of the form in which it appears, quality writing deserves respect.

Writing Assessment

Scoring Criteria for Thoughtfulness

When marking **Thoughtfulness**, consider the

- quality of the ideas
- comprehensiveness, clarity, and relevance of the support

The writing exhibits

5	• perceptively explored ideas • comprehensive, specific, and relevant support
4	• thoughtfully considered ideas • substantial, carefully chosen, and appropriate support
3	• straightforward conventional idea(s) • general, straightforward, and defensible support
2	• vague or superficial idea(s) • underdeveloped or repetitious, simplistic assertions
1	• irrelevant or unclear idea(s) • unclear, irrelevant, or unsupported assertions
Ins	• no evidence of an attempt to fulfill the assignment or the writing is so deficient in length that it is not possible to assess thoughtfulness, effectiveness or correctness

Continued

English 10 Writing Assessment
Continued

Scoring Criteria for **Effectiveness**

When marking **Effectiveness**, consider the

- quality of the organizational structure
- impression created by language use
- writer's voice

The writing exhibits

5	• skillful, and/or complex organization • confident, precise and purposeful syntax and diction • a confident voice that may be controlled for effect
4	• a well-structured, focused organization • carefully chosen, effective syntax and diction • appropriate and generally effective voice
3	• a simple, direct, mechanical organization • clear but general diction; straightforward syntax • an appropriate voice, if present,
2	• a faltering or unclear organization • imprecise diction; awkward or unclear syntax • an uncontrolled or inappropriate voice
1	• a non-functional or unfocused organization • inaccurate diction; uncontrolled, confusing syntax • a lack of voice
Ins	• Ins for Thoughtfulness

Continued

English 10 Writing Assessment
Continued

Scoring Criteria for Correctness

When marking **Correctness**, consider the

- correctness of mechanics, punctuation, grammar, and word usage;
correct use of commas and apostrophes,
correct use of prepositions
correct use of subordination and coordination
- proportion of error to length and complexity of the student's response

The writing exhibits

5	• confident control of mechanics, punctuation, grammar, and word usage • a relative absence of error, considering the complexity and length of the student's writing
4	• competent control of mechanics, punctuation, grammar, and word usage • understandable, minor errors, considering the complexity and length of the writing
3	• general control of mechanics, punctuation, grammar, and word usage • occasional lapses in correctness that do not interfere with the meaning
2	• limited control of mechanics, punctuation, grammar, and word usage • a range of errors that blur the clarity of meaning
1	• a lack of control of mechanics, punctuation, grammar, and word usage • a range of frequent and jarring errors that impede communication
Ins	• Ins for Thoughtfulness

Assignment

Sometimes it is difficult for people to say what they really mean. Write about a time when you had difficulty communicating your ideas or feelings.

What was the situation?

How did you handle it?

What happened?

Scoring Criteria

5	Thoughtfulness <i>The writing exhibits</i> • perceptively explored ideas • comprehensive, specific and relevant support
5	Effectiveness <i>The writing exhibits</i> • skillful, and/or complex organization • confident, precise and purposeful syntax and diction • confident voice that may be controlled for effect
5	Correctness <i>The writing exhibits</i> • a confident control of mechanics, punctuation, grammar, and word usage • a relative absence or error considering the complexity and length of the student's writing

Student Example	Commentary
A few months ago, I had a dilemma. I had a crush on a guy for a very long time and decided it was time for me to let him know. I thought he was great in every way, but how was I supposed to tell him? After much thought, brainstorming, and nights of lying awake in bed, I came up with the most wonderful idea. I was going to write this guy a Christmas card. Many more hours were spent on choosing the perfect message to write and finally the message was on the card and ready to be given. My next dilemma was how was I	Score of 5 Thoughtfulness • Involvement with the topic is provided through the resolution of the student writer's communication problem, the sending of the card. • Effective use of relevant detail is made in exploring the dilemma of expressing feelings and then regretting the act. • The writer reveals a perceptive understanding of the inner turmoil associated with the sending of the card. • The personal experience of the relationship with "a guy" is carried through to a logical conclusion.

Continued

Continued

Student Example	Commentary
going to give him the card? My sisters could not know, and I didn't want outsiders to find out about my secret crush so I got his address and prepared to send it in the mail. Three days before Christmas, I was filled with nervousness and excitement as I placed the letter in the mailbox. I had previously made precise calculations so the card would arrive at his apartment on December 25, 1996. The minute after releasing the card from my hand, I regretted it. All of our long conversations, movie nights, water fights and fun times together would be changed. My stomach hurt thinking of him and his reaction to my card. I could not believe I did what I did. During the next few days, I grew very uptight and emotional. I didn't know what exactly was going on inside me, but I did know that it had something to do with my previous actions.	Score of 5 Effectiveness • The chronological organization is a skillful approach for describing the resolution of a problem. • Each paragraph presents a problem, an effective conclusion, and heightens anticipation for the reader. • A confident voice is demonstrated through the use of precise and specific diction; e.g., the student writer's "whirlwind of emotions" is effectively contrasted with the coolness of the "most understanding gentleman." Score of 5 Correctness • Words and expressions demonstrate effective command of vocabulary; e.g., "After much thought, brainstorming, and nights of lying awake in bed." • The student uses clear sentences that are structured for effect and that enhance the story-telling effect; e.g., "The minute after releasing the card from my hand, I regretted it." Continued

Continued

Student Example	Commentary
A few days after Christmas, the guy told me, "Thank you for the Christmas card." I melted, and our relationship did not change. He was such a gentleman to keep cool while I was in a whirlwind of mixed emotions and even today, he is the most understanding gentleman I have ever met.	Score of 5 Correctness • The student employs a variety of sentence beginnings, length, and structure; e.g., balanced sentence — "I didn't know what exactly was going on inside me, but I did know that it had something to do with my previous actions." • There is a relative absence of error throughout the writing; e.g., correct use of quotation marks. • The typical boy/girl relationship is dealt with in a confident voice.

Example 2

Student Example	Commentary
First Draft Writing (Story format - 1st person) I walked into the Volunteer Services center at the hospital & boldly made my way to the desk. I cleared my throat & a plump but soft-looking lady greeted me. I told her the purpose for my presence and immediately her face lit up. She handed me a clipboard and a pen and asked me to call her upon completion. I treaded over to a chair in the corner of the large office and peered down at the beige form. NAME, it read. Well, that was easy enough—I quickly pencilled in my name & before I knew it, I had finished the questionnaire. Confidently, I got up and handed her the form & she asked me to follow her. Right behind her desk was a comfortable & well-kept office, "wait here" she asked, and within a few minutes a woman in her early thirties walked in. She offered her hand & introduced herself as Lisa*. "Nice to meet you, my name is Erin" I told her. "Well, Erin", she stated, "why do you want to work here in the hospital with elderly?" "Well..." I trailed off, *name changed.	Score of 5 Thoughtfulness • The writing explores the difficult process of communicating personal traits when applying for a job. • A perceptive understanding of the shared human experience is shown through the effectiveness of the narrative—the appreciation that people often falter in difficult situations. • The personal experience of being prepared and confident, of meeting circumstances that take away control, and of the struggle to resolve the difficulty are developed. • Specific details clarify the context. Score of 5 Effectiveness • The chronological development is crafted and establishes the writer's control with the opening sentence; i.e., "I walked into the Volunteer Services center at the hospital & boldly made my way to the desk." • The confident organization carries through to an effective conclusion, where the applicant gets the desired job. <i>Continued</i>

Continued

Student Example	Commentary
I knew exactly why I was here. Simple enough question suddenly became my worst enemy. In the back of my head I had all the reasons listed from least to most important, yet my mouth & my mind refused to work in synch. The next 30 minutes seemed like 30 years. I kept wiping my ~~my~~ damp palm on my pleated black skirt, and the blood kept rushing to my face (this happens to me when I'm in a competitive situation). Fortunately, the interview ended after what seemed like forever & Lisa happily offered me her hand a second time. "Congratulations" she cheered "you've got the job!"	Score of 5 Effectiveness • Diction is precise, and a sophisticated tone is produced; e.g., "I kept wiping my damp palm on my pleated black skirt." • Fluent sentences are structured for effect; e.g., "A simple enough question suddenly became my worst enemy." • The student writes confidently, with an impressive command of vocabulary that features well-chosen words; e.g., "plump but soft-looking lady" and "the purpose for my presence." • Voice is confident and controlled. Score of 5 Correctness • A relative absence of error is present, although the student writer uses complex sentence structure; e.g., "In the back of my head I had all the reasons listed from least to most important, yet my mouth & my mind refused to work in synch." • A confident control of grammar and usage is demonstrated throughout; e.g., the student writer's use of past tense is consistent.

Scoring Criteria

4	Thoughtfulness <i>The writing exhibits</i> • thoughtfully considered ideas • substantial, carefully chosen, and appropriate support
4	Effectiveness <i>The writing exhibits</i> • a well-structured, focused organization • carefully chosen, effective syntax and diction • appropriate and generally effective voice
4	Correctness <i>The writing exhibits</i> • a competent control of mechanics, punctuation, grammar, and word usage • understandable minor errors, considering the complexity and length of the writing

Student Example	Commentary
I don't know what it is, but guys seem to have a problem expressing their feeling. I don't know why, but some words and some phrases just don't come out right when we try to say how we feel. Everything was fine before I made the call, I was cool, calm, and collected. I	Score of 4 Thoughtfulness • The student writer sets up a suitable situation but makes the reader fill in the details through the use of an economical style; i.e., "I was finally talking to the girl I liked on the phone, and the time came to tell her how I felt. I just drew a blank." • The personal experience of becoming tongue-tied when a person wants to be "suave" provides thoughtful support. • The ironic image of the macho male falling apart when attempting to communicate with a female is thoughtfully considered. • When the narrator goes "in for the plunge," the dialogue provides carefully chosen support. <i>Continued</i>

Continued

Student Example	Commentary
hadn't really decided what to say yet, I figured I'd just wing it. Guys don't get mental over girls, at least I usually didn't. Usually I could talk for hours, and the whole time be charming and suave. But it was different this time. I was finally talking to the girl I liked on the ~~phone~~ phone, and the time came to tell her how I felt. I just drew a blank. I tried dropping subtle hints for a while, hoping to spark some sort of response. When that didn't work, I went in for the plunge. "Hey, I've got an idea," I said, "What do you say about you and me going to a movie Friday night?" ~~that's all~~ "Sure, I thought you'd never ask," came the excited response.	Score of 4 Effectiveness • The composition is naturally organized in a chronological manner, through the recounting of the telephone incident. • The student writer uses a style that emulates how a typical high school student speaks; e.g., "Guys don't get mental over girls, at least I usually didn't." • An appropriate conversational voice is portrayed, through carefully chosen words; e.g., "cool, calm, and collected" and "charming and suave." • Sentences are purposeful and some have been structured for effect; e.g., "I tried dropping subtle hints for a while, hoping to spark some sort of response." • Specific expressions have been selected that show effective control of vocabulary; i.e., "Sure, I thought you'd never ask," came the excited response." Continued

Continued

Student Example	Commentary
Just sat there for a second and told her I had to go. Its Kind of like staying at the scene of the crime, its better not to hang around too long. So I learned that its better to just take your chances and go for it, rather than being filled with regret.	Score of 4 Correctness Some understandable minor errors are present in the form of apostrophe errors and comma splices; e.g., "Its kind of like staying" and "I hadn't really decided what to say yet, I figured I'd just wing it," but a competent control of writing is demonstrated.

Scoring Criteria

3	Thoughtfulness <i>The writing exhibits</i> • straightforward, conventional idea(s) • general, straightforward, and defensible support
3	Effectiveness <i>The writing exhibits</i> • a simple, direct, mechanical organization • clear but general diction; straightforward syntax • an appropriate voice, if present
3	Correctness <i>The writing exhibits</i> • a general control of mechanics, punctuation, grammar, and word usage • occasional lapses in correctness that do not interfere with the meaning

Student Example	Commentary
<i>Relationships are the strangest things. They cause us to experience, so many different feelings most of which, caused by the effectiveness of our communication.</i>	Score of 3 Thoughtfulness • The topic is expressed in a general manner; e.g., “[Relationships] cause us to experience, so many different feelings.” • The example provided of communicating feelings to a relative and having the relative tell others is straightforward, defensible support. • Ideas are supported in a minimal way, and little specific detail is supplied; e.g., “In March of 1996 I was talking to my grandfather about this guy that I had grown up with.” <i>Continued</i>

Continued

Student Example	Commentary
In March of 1996 I was talking to my grandfather about this guy that I had grown up with. I had always had a crush on him, but felt that our relationship never had a chance of developing, and I told grandpa that. Around two weeks later our family and my "friends" family were at a banquet. While I was away from the table, my grandfather told both of our moms about what I had said. Boy were they excited, by the time I got back they had our whole lives planned. Was I ever embarrassed, it took me almost a month to get the courage to talk to him.	Score of 3 Effectiveness • The composition is organized in a sequential fashion, using general transitional devices such as "Anyway," and "So now . . ." • A shift in the point of view occurs in the final paragraph, from first to second person. • General word choices are evident in the phrases "so many different feelings" and "feel a whole lot better." • Simple sentences are employed; e.g., "Relationships are the strangest things." • A clear, appropriate voice is maintained. • Diction and sentence structure are generally clear, but the choices are straightforward. • The student writer makes some occasional effective word choices; e.g., "Was I ever embarrassed." <i>Continued</i>

Continued

Student Example	Commentary
Anyway, it ended up that he didn't find out, which made me feel a whole lot better. Later I found out he felt the same way too. So now we both have grown to the point of where we just talk to each other because we want to know who each other really are, not what people portray us as. That's why it's important that express our feels and not try to hide them. In sooner or later a mix up will come along and you may lose a friendship, self confidence and maybe a second chance. You will also ^{have to} live with regret, if you don't say what you want.	Score of 4 Correctness • A general control of the basics of sentence structure and usage is demonstrated, but the student writer has taken very few risks and is writing in a very straightforward way. • There are occasional lapses in correctness with comma splices; e.g., "Boy were they excited, by the time I got back they had our whole lives planned," fragments; e.g., "Most of which, caused by the effectiveness of our communication," and misspellings; e.g., "loose" for "lose."

Scoring Criteria

2	Thoughtfulness <i>The writing exhibits</i> - vague or superficial idea(s) - underdeveloped or repetitious, simplistic assertions
2	Effectiveness <i>The writing exhibits</i> - a faltering or unclear organization - imprecise diction; awkward or unclear syntax - an uncontrolled or inappropriate voice
2	Correctness <i>The writing exhibits</i> - limited control of mechanics, punctuation, grammar, and word usage - a range of errors that blur the clarity of meaning

Student Example	Commentary
I had problems trying to say, what I want to tell my girlfriend. I can never tell her what's on my mind. Whenever she calls me, all we ever talk about is what's happening in her school, and her life. Everytime I try to tell her something, I always get the dull response 'what was that', and then I would have to say 'oh nothing'. After a week or two from talking to her, my best friend Sara tells me; 'don't worry, just talk to her'	Score of 2 Thoughtfulness - The student writer presents assertions that are underdeveloped and simplistic, making ideas appear superficial. - Scant examples of the difficulty are presented through the telephone conversation with Sara; e.g., "Later on I called back Sara, and told her 'I still can't talk about anything with her.'" - Despite the use of direct quotations, details are underdeveloped and simplistic. <i>Continued</i>

Continued

Student Example	Commentary
the way you talk to me everyday. So then I tried doing that and my girlfriend still goes 'huh.' Later on I called back Sara, and told her 'I still can't talk about anything with her'. She then tells me 'You're still worried about what she'll think about you, if you say something about your own life. But how do you think she feels now, when she probably doesn't even know what you're saying.' I called my girlfriend back the next day and started telling her about my day, and the only thing she could say was 'Wow, you ~~can~~ actually can say things that make sense'.	Score of 2 Effectiveness • The passage is organized in a non-functional manner, and although the introduction does provide some direction; e.g., "I had problems trying to say, what I want to tell my girlfriend," the body and the underdeveloped conclusion resolve little. • A misuse of sentence structure causes the clarity to suffer; e.g., "After a week or two from talking to her." • The word choice is vague; e.g., "So then I tried doing that and my girlfriend still goes 'huh.'" Score of 2 Correctness • A faltering control of correctness, particularly punctuation, impedes the clarity of the composition. • Imprecise wording causes the clarity to suffer; e.g., "After a week or two from talking to her, my best friend Sara tells me, 'don't worry, just talk to her the way you talk to me everyday.'" • The lack of progression in the passage causes the student writer's voice to appear uncontrolled.

English 10 Writing Assessment Self-Reflection

Example Responses

The following examples of student work represent typical responses which match the criteria for Self-Reflection at 2 and 1. Remember the following points as you read through the examples.

- There are several factors that make Self-Reflection an important part of students' learning.
 - Students will benefit from being taught to reflect on the relationships between their ideas and how they communicate those ideas. Students will benefit from increasing their awareness of factors that make their writing more effective and therefore cause their ideas to be well understood and well received.
 - Students will benefit from being taught the technical language that will allow them to analyze their own work with the goal of conscious improvement.
 - Self-Reflection allows students to participate in self-evaluation and to assume ownership of their writing.
 - Self-Reflection provides students with valuable diagnostic skills so that they can assess their present status, diagnose their own strengths and weaknesses, consider what they would change in order to bring improvement, and determine progress.

Scoring Criteria

2	Self-Reflection <i>The writing exhibits</i> two or more ideas that are a useful analysis of the impact of writing on readers and/or of writing skills
1	<i>The writing exhibits</i> one idea that is a useful analysis of the impact of writing on readers and/or of writing skills
0	<i>The writing exhibits</i> a misunderstanding of the assignment or a lack of development which provides no useful analysis of writing skills and/or no focus on writing skills and/or no awareness of audience in either of the two statements

Student Example	Commentary
Self-Reflection What are two important characteristics of your writing (including your writing skills) that you would like a reader to notice? 1. I like to use vivid details and description in my writing which involves careful word choice. 2. My writing expresses my true emotions because I write very down-to-earth and straightforward.	Score of 2 Self-Reflection - The student writer's analysis shows an awareness of preferred patterns; i.e., "I like to use vivid details and description," and knowledge that creating this pattern requires "careful word choice." - Secondly, "down-to-earth and straightforward" writing is linked to the expression of "emotions," a focus that reveals an awareness of the effect of a writing style.

Student Example	Commentary
Self-Reflection What are two important characteristics of your writing (including your writing skills) that you would like a reader to notice? 1. A important characteristic of my writing that I would like the reader to notice is the way I ~~express~~ ^{short simple} my feelings of frustration by using words and saying them right after each other so to seem faster. 2. Another important characteristic of my writing is the meaning which is no matter who you are are how old you are expressing your feelings and ideas is harder ~~that~~ than it seems.	Score of 1 Self-Reflection • The first part of the analysis concentrates on the way a writer can create a rapid pace by “using short simple words and saying them right after each other.” • In the second comment, the writer wants us to value his/her ideas and values because “expressing your feeling and ideas” is difficult.



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